

HEALTH AND PHYSICAL EDUCATION AUDITING TOOL

This document has been designed to assist teachers audit their current Health and Physical Education curriculum against the Victorian Essential Learning Standards. Teachers are encouraged to develop a similar table for other domains within the Physical Personal and Social learning Strand and Interdisciplinary Learning Strand to identify the contribution HPE can make to student learning in other domains.

LEVEL 1 DIMENSION MOVEMENT AND PHYSICAL ACTIVITY

STANDARD	UNIT(S) IN WHICH STANDARDS ARE ASSESSED
At level 1: <ul style="list-style-type: none">• Students perform basic motor skills and movement patterns with and without equipment, in a range of environments	
<ul style="list-style-type: none">• Students regularly engage in periods of moderate to vigorous physical activity	
<ul style="list-style-type: none">• Students follow rules and procedures and use equipment and space safely	
<ul style="list-style-type: none">• Students use simple vocabulary to describe movement, the physical responses of their body to activity and their feelings about participation in physical activity	

LEVEL 1 INTERPERSONAL DEVELOPMENT

STANDARD	UNIT(S) IN WHICH STANDARDS ARE ASSESSED
At level 1: <ul style="list-style-type: none">• Students identify the qualities of a friend and demonstrate care for other students	
<ul style="list-style-type: none">• Students contribute to the development of positive social relationships in a range of contexts	
<ul style="list-style-type: none">• Students use appropriate language and actions when dealing with conflict	
<ul style="list-style-type: none">• Students describe basic skills required to work co-operatively in groups	

LEVEL 2 MOVEMENT AND PHYSICAL ACTIVITY

STANDARD	UNIT(S) IN WHICH STANDARDS ARE ASSESSED/ADDRESSED
At level 2: <ul style="list-style-type: none"> • Students demonstrate basic motor skills and some more complex skills 	
<ul style="list-style-type: none"> • Students combine motor skills and movement patterns during individual and group activities 	
<ul style="list-style-type: none"> • Students demonstrate control when participating in locomotor activities requiring a change of speed, direction and level 	
<ul style="list-style-type: none"> • Students create and perform simple rhythmic movement sequences in response to stimuli 	
<ul style="list-style-type: none"> • Students regularly engage in sessions of moderate to vigorous physical activity and describe the link between physical activity and health 	
<ul style="list-style-type: none"> • Students explain the contribution rules and procedures make to safe conduct of games and activities 	
<ul style="list-style-type: none"> • Students use equipment and space safely 	

LEVEL 2 BUILDING SOCIAL RELATIONSHIPS

STANDARD	UNIT(S) IN WHICH STANDARDS ARE ASSESSED
At level 2: <ul style="list-style-type: none"> • Students behave appropriately in a range of social situations 	
<ul style="list-style-type: none"> • Students identify the feelings and needs of other people 	
<ul style="list-style-type: none"> • Students identify and accept that there are consequences for their actions 	
<ul style="list-style-type: none"> • Students take appropriate steps to resolve simple conflicts 	

LEVEL 2 WORKING IN TEAMS

STANDARD	UNIT(S) IN WHICH STANDARDS ARE ASSESSED
At level 2: <ul style="list-style-type: none"> • Students work in teams in assigned roles, stay on task and complete structured activities within set timeframes 	
<ul style="list-style-type: none"> • Students share resources fairly 	
<ul style="list-style-type: none"> • Students describe their contribution to the activities of the team with teacher support 	

LEVEL 3 MOVEMENT AND PHYSICAL ACTIVITY

STANDARD	UNIT(S) IN WHICH STANDARDS ARE ASSESSED
At level 3: <ul style="list-style-type: none"> • Students perform a broad range of complex motor skills and apply them to basic sport specific situations 	
<ul style="list-style-type: none"> • Students create and perform co-ordinated movement sequences that contain a variety of motor skills and movement patterns 	
<ul style="list-style-type: none"> • Students participate regularly in physical activities for the purpose of improving skills and health and describe the benefits of health related fitness 	
<ul style="list-style-type: none"> • Student begin to use basic games' tactics 	
<ul style="list-style-type: none"> • Students work with others to achieve goals in both co-operative and competitive situations 	
<ul style="list-style-type: none"> • Students explain the concepts of fair play and respect the roles of officials 	
<ul style="list-style-type: none"> • Students follow safety principles in games and activities 	

LEVEL 3 DIMENSION HEALTH KNOWLEDGE AND PROMOTION

STANDARD	UNIT(S) IN WHICH STANDARDS ARE ASSESSED
At level 3: <ul style="list-style-type: none"> • Students describe the stages of human development across the human lifespan 	
<ul style="list-style-type: none"> • Students explain basic concepts of identity and use simple strategies to maintain and support self worth 	
<ul style="list-style-type: none"> • Students identify basic safety skills and strategies and describe methods for recognising and avoiding harmful situations 	
<ul style="list-style-type: none"> • Students describe how physical and social components in the local environment contribute to wellbeing 	
<ul style="list-style-type: none"> • Student identify how health services and products address the health needs and concerns of the local community 	
<ul style="list-style-type: none"> • Students identify healthy eating practices and explain some physiological, social, cultural and economic reasons for people's food choices 	

LEVEL 3 BUILDING SOCIAL RELATIONSHIPS

STANDARD	UNIT(S) IN WHICH STANDARDS ARE ASSESSED
At level 3: <ul style="list-style-type: none">• <i>Students demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people</i>	
<ul style="list-style-type: none">• <i>Students support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences</i>	
<ul style="list-style-type: none">• <i>Students work with others to reduce, avoid and resolve conflict.</i>	

LEVEL 3 WORKING IN TEAMS

STANDARD	UNIT(S) IN WHICH STANDARDS ARE ASSESSED
At level 3: <ul style="list-style-type: none">• <i>Students co-operate with others in teams for agreed purposes, taking roles and following guidelines established within the task</i>	
<ul style="list-style-type: none">• <i>Students describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals</i>	

LEVEL 4 MOVEMENT AND PHYSICAL ACTIVITY

STANDARD	UNIT(S) IN WHICH STANDARDS ARE ASSESSED
At level 4:	
• Students perform confidently and efficiently in a range of movement environments (indoor, outdoor and aquatic)	
• Students refine basic and complex motor skills and apply these skills in increasingly complex games and activities	
• Students maintain regular participation in moderate to vigorous physical activity and monitor exercise intensity. Explain the process for improving health related fitness	
• Students effectively use strategic thinking and work with more and less skilled peers to improve game performance	
• Students work independently to improve performance and evaluate the performance of a partner and provide constructive feedback based on performance criteria to assist skill development	
• Students describe and analyse the various roles required in competitive sports	
• Students work in a group to create a game and establish rules and procedures for its safe conduct	

LEVEL 4 HEALTH KNOWLEDGE AND PROMOTION

STANDARD	UNIT(S) IN WHICH STANDARDS ARE ASSESSED
At level 4:	
• Students identify the likely physical, emotional and social changes that will occur during puberty	
• Students identify and discuss the validity of the ways in which people define their own and other people's identity	
• Students describe the actions they can take if they feel unsafe at home, school and in the community	
• Students describe the physical, social and emotional dimensions of health and plan strategies for improving personal health	
• Students describe a range of health services, products and information that can be accessed to help meet health needs and concerns	
• Students analyse and explain physiological, social, cultural and economic reasons for food choices and analyse and describe food selection models	
• Students describe how to prepare and store food hygienically	

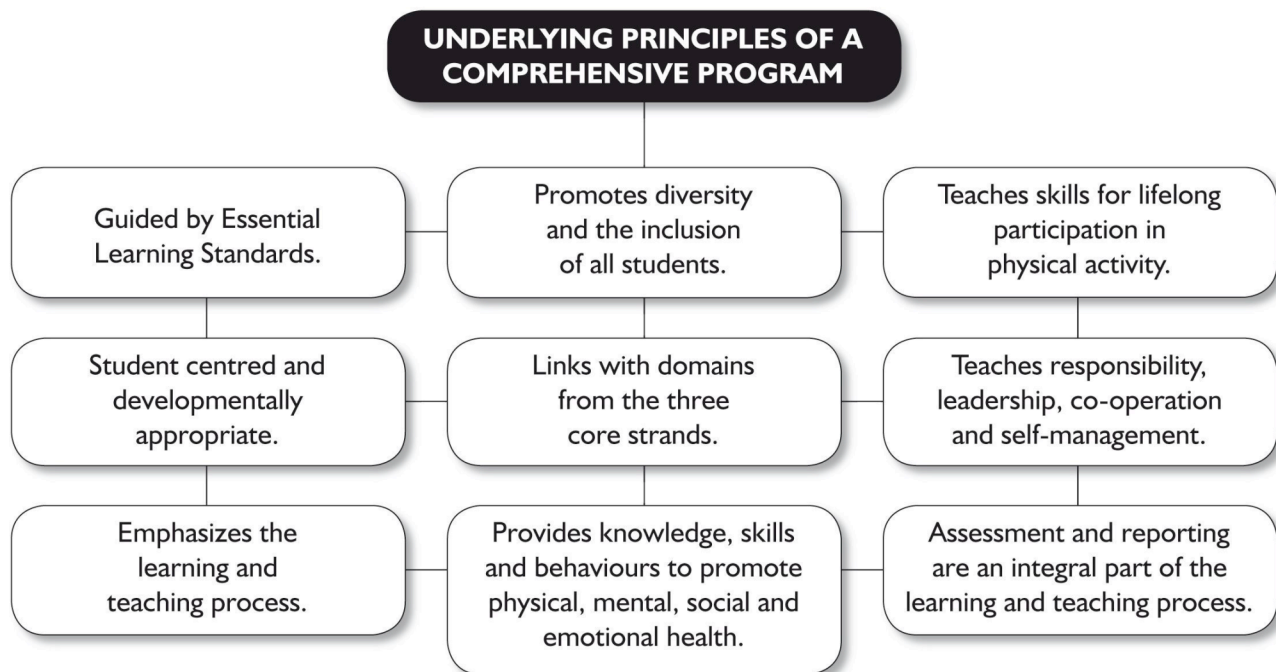
LEVEL 4 BUILDING SOCIAL RELATIONSHIPS

STANDARD	UNIT(S) IN WHICH STANDARDS ARE ASSESSED
At level 4: <ul style="list-style-type: none"> • <i>Students demonstrate, through their interactions in social situations, respect for a diverse range of people and groups.</i> 	
<ul style="list-style-type: none"> • <i>Students describe the impact of bullying</i> 	
<ul style="list-style-type: none"> • <i>Students accept and display empathy for the points of view and feelings of their peers and others</i> 	
<ul style="list-style-type: none"> • <i>Students identify and use a variety of strategies to manage and resolve conflict</i> 	

LEVEL 4 WORKING IN TEAMS

STANDARD	UNIT(S) IN WHICH STANDARDS ARE ASSESSED
At level 4: <ul style="list-style-type: none"> • <i>Students work effectively in different teams and take on a variety of roles to complete tasks of varying length and complexity</i> 	
<ul style="list-style-type: none"> • <i>Students work co-operatively to allocate tasks and develop timelines</i> 	
<ul style="list-style-type: none"> • <i>Students accept responsibility for their role and tasks</i> 	
<ul style="list-style-type: none"> • <i>Students explain the benefits of working in a team</i> 	
<ul style="list-style-type: none"> • <i>Students provide feedback to others and evaluate their own and the teams performance</i> 	

Health and Physical Education Curriculum



This diagram may be used as a checklist to assist teachers develop a Health and Physical Education curriculum that contains all the critical elements necessary for a quality program.

The underlying principles interlock to form a program that will be valued by parents, teachers and students.